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**CIRI KERJA PENGAJARAN, PENGALAMAN PSIKOLOGI DAN  
MOTIVASI KERJA GURU**

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## **Kebenaran Mengguna**

Tesis ini dikemukakan sebagai memenuhi keperluan pengijazahan Doktor Falsafah Universiti Utara Malaysia, Sintok, Kedah. Saya bersetuju membenarkan pihak perpustakaan Universiti Utara Malaysia mempamerkannya sebagai bahan rujukan umum. Saya bersetuju bahawa sebahagian bentuk salinan sama ada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia projek penyelidikan ini atau Dekan, Awang Had Salleh, Kolej Sastera dan Sains. Sebarang bentuk salinan dan catatan bagi tujuan komersial adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Adalah dimaklumkan bahawa pengiktirafan harus diberikan kepada saya dan Universiti Utara Malaysia dalam sebarang kegunaan kesarjanaan terhadap sebarang petikan daripada tesis ini.

Sebarang permohonan untuk menyalin atau menggunakan tesis ini sama ada keseluruhan atau sebahagian daripadanya hendaklah dipohon kepada :

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## Abstrak

Motivasi kerja guru adalah kritikal dalam pencapaian Pelan Falsafah Pendidikan Kebangsaan tetapi tahap motivasi guru adalah tidak memberangsangkan. Selain itu, kajian lepas mendapati hubungan antara motivasi kerja guru dengan elemen pengajaran adalah tidak tekal. Oleh itu, kajian ini bertujuan meneroka pengaruh ciri kerja pengajaran terhadap pengalaman psikologi dan motivasi kerja guru serta mengenal pasti tahap dimensi ciri kerja pengajaran. Seramai 497 guru daripada 20 buah sekolah menengah di negeri Kedah dipilih secara rawak kluster. Soal selidik Kerangka Kerja (WDQ) dan Tinjauan Diagnostik Kerja (JDS) digunakan dalam kajian ini. Dengan menggunakan analisis regresi, kajian mendapati pelbagai kemahiran, signifikasi tugas dan identiti tugas mempengaruhi pengalaman kerja. Signifikasi tugas dan identiti tugas juga didapati mempengaruhi pengalaman terhadap hasil kerja dan motivasi kerja guru. Selanjutnya, signifikasi tugas dan maklum balas kerja mempengaruhi pengetahuan sebenar hasil kerja. Sementara itu, semua dimensi pengalaman psikologi didapati mempengaruhi motivasi kerja guru sementara pengalaman kerja yang bermakna dan pengalaman kebertanggungjawaban terhadap hasil kerja bertindak sebagai perantara dalam hubungan pelbagai kemahiran dan signifikasi tugas dengan motivasi kerja guru. Dapatan kajian juga mendapati pengetahuan sebenar hasil kerja menjadi perantara hubungan antara pelbagai kemahiran, signifikasi tugas dan maklum balas kerja dengan motivasi kerja guru. Dapatan mendapati tahap persepsi guru terhadap lima dimensi ciri kerja pengajaran berada antara paras tinggi dan sederhana tinggi. Dapatan kajian ini menyumbang kepada perkembangan teori ciri-ciri kerja dan motivasi kerja dalam konteks guru Malaysia. Kajian ini mencadangkan dalam memahami motivasi kerja guru, ciri kerja pengajaran guru dan pengalaman psikologi guru hendaklah diambil kira.

**Kata kunci:** Ciri kerja pengajaran, pengalaman psikologi dan motivasi kerja guru

## Abstract

Teachers' work motivation is critical in achieving the outcomes of the National Education Philosophy, but the level of teachers' work has not encouraged. Apart from that, previous researches found that the relationships between teachers' work motivation and the elements of teaching were not consistent. Therefore, this study aims to explore the influence of teaching job characteristics on teachers' psychological states and teachers' work motivation and to determine the level of teaching job characteristics. A total of 497 teachers from 20 secondary schools in Kedah were selected using the clustering sampling technique. Work Design Questionnaire (WDQ) and the Job Diagnostics Survey (JDS) were utilized in this study. Using regression analysis, the results of this study found that skill variety, task significance and task identity did influence the experienced of the work. Task significance and task identity also did influence the experience of the work and teachers work motivation. More over task significance and feedback from the job did influence the knowledge of the actual results of the work activities. Meanwhile, all the dimensions of the psychological states did influence the teachers' work motivation. Apart from that, the findings showed that, work experience and experience responsibility were significant mediator of the relationships between task significance and work motivation of teachers. The study also found that knowledge of the actual results of the work activities mediated on the relationship between skill variety, task significance and feedback from the job with teachers' work motivation. The results showed that teachers perceived that the five dimensions of teaching job characteristics were between the high and medium-high level. The findings of the study contributed to the development of the job characteristics and work motivation theories in the context of Malaysian teachers. This study suggested that in understanding teachers work motivation, the teaching job characteristics and psychological states must be addressed.

**Keywords:** Teaching job characteristics; Psychological states; Teachers' work motivation

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## **Senarai Lampiran**

Lampiran A: Instrumen Kajian

Lampiran B: Surat Kebenaran Kementerian Pendidikan Malaysia

Lampiran C: Surat Kebenaran Jabatan Pendidikan Kedah



## **Glossary of Terms**

<Delete if not applicable>





## List of Abbreviations

<Delete if not applicable>



## **BAB SATU PENGENALAN**

### **1.1. Latar Belakang Kajian**

Pelan Hala Tuju Program Tranformasi telah dilancarkan pada 28 Januari 2010 bertujuan menjadikan Malaysia negara maju dari aspek ekonomi, keadilan sosial, kerohanian, moral dan etika. Bagi mencapai matlamat tersebut, pendidikan telah menjadi wahana penting kerana diyakini mampu menjayakannya. Dalam Pelan Hala Tuju Program Tranformasi, pendidikan telah diberi peranan untuk membina masyarakat Malaysia dengan ilmu pengetahuan, kemahiran dan nilai-nilai murni. Peranan tersebut membuktikan bahawa pendidikan diyakini berupaya membina modal insan dalam situasi dunia yang bersifat global dan tinggi daya saingnya.

Menyedari kepentingan pembangunan modal insan, Pelan Pembangunan Pendidikan Malaysia (PPPM) bagi tempoh 2013 hingga 2025 telah menekankan kepentingan pengajaran guru di sekolah untuk mengembangkan potensi pelajar secara menyeluruh dan bersepadu bagi melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan serta kepatuhan kepada tuhan (Kementerian Pelajaran Malaysia, 2012). Selain itu, pengajaran guru di sekolah turut diberi peranan untuk melahirkan warga Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta mampu memberi sumbangan kepada keharmonian keluarga, masyarakat dan negara (Kementerian Pelajaran Malaysia, 2012).

Selain itu, PPPM mengharapkan keberhasilan pembangunan modal insan melalui pengajaran guru di sekolah dapat meletakkan Malaysia dalam kelompok sepertiga teratas dalam piawaian pendidikan antarabangsa berdasarkan pengukuran *Trends In*

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